

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Communications	200	COM 200 05/12/2015- Family Communication
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Claire Sparklin
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Recognize the foundations of family communication through definition and theory.

- Assessment Plan
  - Assessment Tool: Departmental Multiple Choice & T/F Test
  - Assessment Date: Fall 2006
  - Course section(s)/other population: random sample of sections
  - Number students to be assessed: 50
  - How the assessment will be scored:
  - Standard of success to be used for this assessment:
  - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
53	34

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The assessment of COM200 students was based upon availability of information, withdrawal rates and absences. COM200-DL2 provided assessment information for 20 students. COM200-DL3 provided assessment information for 14 students.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Sixty-four percent of students enrolled in COM200 Winter 2014 were assessed. Due to updated information reflecting trends in Family Communication, the sections COM200-DL2 and COM200-DL3 were selected for assessment. The on-campus section will reflect these changes in the following school year and, thus, was not included in this assessment. The differences in the number of students assessed compared to the number enrolled arises because some of the students did not submit all assessment tools.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental test was used to assess this outcome. The test consists of 40 multiple choice questions and 10 true/false questions testing students cumulatively on the information presented during the course. Each question was worth 3 points. Students in the online environment took the test using Blackboard Learning Management System.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the 34 students who completed the standard department test, 27 earned a 70% or higher score (70% indicates the standard of success). The overall average score was 90%. Standard of success was met for this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to accurately identify key definitions and theory that comprise the foundation of family communication. Students are prepared to test their knowledge when taking the test.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The test is given toward the end of the semester. There is some concern that, with an average of 90%, the test may be too easy for students or, perhaps, due to the test completion occurring toward the end of the term, that strong students remain while weaker students are no longer active in the course.

Outcome 2: Identify and/or perform practices in family communication, such as personal narrative, the genogram, and other ways to express family identity.

- Assessment Plan
  - Assessment Tool: The student will present a genogram and personal narrative that will be critiqued by the instructor. The instructor will fill out a COM 200 Assessment Activity Form.
  - Assessment Date: Winter
  - Course section(s)/other population:
  - Number students to be assessed:
  - How the assessment will be scored:
  - Standard of success to be used for this assessment:
  - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
53	26

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The assessment of COM200 students were assessed based upon availability of information, withdrawal rates and activity in course. COM200-DL2 and COM200-DL3 provided assessment information for 26 Personal Narratives and 23 Genogram assignments.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Sixty-four percent of students enrolled in COM200 Winter 2014 were assessed. Due to updated information reflecting trends in Family Communication, the sections COM200-DL2 and COM200-DL3 were selected for assessment. The on-campus section will reflect these changes in the following school year and, thus, was not included in this assessment. The differences in the number of students assessed compared to the number enrolled arises because some of the students did not submit all assessment tools.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students created a genogram of their family and presented their findings, including behavior and health patterns. Instructors graded the presentation, outline and genogram using a departmental rubric (attached COM 200 Assessment Activity Form).

Students wrote personal narratives highlighting a story in their own family communication and presented them to an audience. Instructors graded the presentation, typed narrative paper and self-assessment using a departmental rubric (attached COM 200 Assessment Activity Form).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Of the 23 students who completed the genogram assignment, the average score was 83.3%. A total of 19 students successfully completed the assignment based on the master syllabus 70% or higher score indicator.

Of the 26 students who completed the personal narrative assignment, the average score was 90.75%. A total of 25 students successfully completed the assignment based on the master syllabus 70% of higher score indicator.

The standard of success was met for this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated knowledge of terminology and ability to apply this terminology to specific examples such as synthesizing course content and applying it to real world situations applicable to each student's life.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students met a high standard of success (Average of 90.75% with all but one student successfully earning a score over 70%) in the Personal Narrative assignment that questions the validity of that assignment generating an accurate assessment of course outcomes. Further examination of this tool and activity assessment form should be conducted.

Outcome 3: Recognize challenges faced by families, such as predictable and unpredictable stress and ways of coping and the influences of media, government policy, and religion of the family.

- Assessment Plan
  - Assessment Tool: Multiple Choice & T/F Test
  - Assessment Date: Winter
  - Course section(s)/other population:
  - Number students to be assessed:
  - How the assessment will be scored:
  - Standard of success to be used for this assessment:
  - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
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7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to accurately identify key definitions and theory that comprise the foundation of Family Communication. Students are prepared to test their knowledge when taking the test.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The test is given towards the end of the semester. There is some concern that, with an average of 90%, the test may be too easy for students or, perhaps, due to the test completion occurring toward the end of the term,

that strong students remain while weaker students are no longer active in the course.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course is meeting the needs of students as seen by successful completion and demonstration of course outcomes. Further examination of the Genogram assignment is warranted.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Information will be shared twice annually during full department meetings and during the scheduling process for part-time instructors.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Further study of the tool used in the genogram is warranted due to a high success rate. Discussion of terms in the assessment tool for instructors to have a clearer understanding of how students demonstrate success will be facilitated. Examination of Fall 2015 scores will be conducted and further action taken if required.	All but one student who attempted the Genogram assignment was successful (higher than 70% scored). And, the average score was 90.75% overall.	2015

4. Is there anything that you would like to mention that was not already captured?

5.

### III. Attached Files

[Data for COM200](#)

**Faculty/Preparer:** Claire Sparklin **Date:** 05/13/2015  
**Department Chair:** Allison Fournier **Date:** 06/04/2015  
**Dean:** Kristin Good **Date:** 06/08/2015  
**Assessment Committee Chair:** Michelle Garey **Date:** 06/15/2015